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ABSTRACT

"Look into the Future" is a program created by a Job Training Partnership Act project and 9to5, Working Women Education Fund, to address the training and retraining needs of office workers in light of the advances in computer and communications systems. This guide describes the model project and suggests steps other organizations can take to implement it. The guide is organized in 10 sections that contain the following: goals and objectives; curriculum development; analytical, motivational, educational, and vocational exploration components, which include learning activities, teacher or trainer notes, test items, and information sheets; participant information for those who took the displaced clerical workers workshop developed in the project; evaluation methods sheets for evaluating participants and for participants to evaluate the project; recommendations for successful project implementation; and additional handouts (communication skills self-test, glossary of common computer terminology, and "How to Write a Business Letter" by Malcolm Forbes). (KC)

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FINAL

REPORT

DISPLACED CLERICAL PROJECT

"LOOK INTO THE FUTURE"

A SPECIAL SERIES OF WORKSHOPS

SPONSORED BY

CLEVELAND STATE UNIVERSITY

&

9to5, WORKING WOMEN EDUCATION FUND

Deborah A. Stover
Project Coordinator

This Project was Supported by Federal Funds of the Job Training Partnership Act (Public Law 97-300, Section 123) and with the approval from the State Education Coordination and Grants Advisory Council.

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We also thank the women who participated in the workshop for their willingness to share, and the staff of the State Department of Education --without them this project would not have been possible or successful.

INTRODUCTION

> *"I am totally frustrated! In 1985, after receiving a certificate in word processing, I knew my employment future was bright. I had studied hard for six months. I was going to join a company as a work processing clerk and in 2 years I was going to become supervisor of the word processing unit. So much for plans. One year later, I was still unemployed, unable to find of job, and angry because I was being told that my "**office skills**" were "**outdated**".*

The above story is not new. Technological advances in office equipment has drastically changed office work and the role of the office worker. Computer technology has made the collection of information as easy as pushing a button.

Computerization of the workplace has created another pool of unemployed and underemployed workers "we call Displaced Clericals" and "Potentially Displaced Clericals."

9to5, Working Women Education Fund, a non- profit education and research organization for officeworkers, was awarded a 6 month grant from the State Education and Coordination Grants Advisory Council (SECGAC) to develop and test a Clerical Displacement Training Pilot.

This report summarizes the design, coordination and implementation of "Look into the Future", a program conceived specifically to address the training and retraining needs of office workers in light of the advances in computer and communications systems.

Take a "Look into the Future", an informative, probing, and feasible program model for policy makers and employment and training personnel seeking training solutions to prepare workers to meet the demands of a technologically-driven society.

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GOAL

TO RESPOND TO THE TRAINING OR RETRAINING NEEDS OF DISPLACED CLERICAL WORKERS.

OBJECTIVES

- PROVIDE TRAINING OPPORTUNITIES FOR CLERICAL WORKERS WHICH OFFER APPROPRIATE SUPPORT SYSTEMS AND FOSTER SELF-ESTEEM.

- PROVIDE TRAINING OPPORTUNITIES FOR CLERICAL WORKERS ELIGIBLE FOR JTPA PROGRAMS, FOCUSING ON NEW AND EMERGING CAREER OPPORTUNITIES IN THE CLERICAL FIELD.

- DEVELOP AND TEST A MODEL TRAINING PROJECT FOR DISPLACED CLERICAL WORKERS WHICH CAN BE REPLICATED IN AT LEAST ONE OTHER CITY IN OHIO.

ACTIVITIES

- GROUP AND INDIVIDUAL EXERCISES TO ASSIST PARTICIPANTS IN DEVELOPING POSITIVE ATTITUDES ABOUT SELF.

- ANALYZE PRESENT SKILLS AND TRAINING NEEDS.

- EXPOSURE TO TECHNOLOGICAL ADVANCES IN OFFICE EQUIPMENT BY DISPLAYING ADVANCED WORD PROCESSING SOFTWARE AND HARDWARE.

- TOUR OF A MAIN FRAME COMPUTER OPERATION.

- DISCUSS EDUCATION AND EMPLOYMENT OPPORTUNITIES.

CURRICULUM DEVELOPMENT

Based on over 17 years of experience with clerical employment training issues, 9to5 took a new approach to curriculum development. We developed "Look Into the Future" based on the following beliefs:

- An informative, experimental, and participant-input pilot model needed to be developed.

- In light of technology advances, **every clerical worker has the potential to be displaced**. Therefore, clerical workers -- employed and unemployed -- need up-to-date information on new office technology and it's impact upon clerical jobs.

- Clerical training greatly lags behind office technology: Clerical training programs that are technologically advanced need to be developed.

- Everyone has dreams, brings into training a wealth of life experience, knowledge, and certain level of motivation. Once given the opportunity for expression and information, individuals can clarify life goals and move from a state of inertia to a state of planning and doing.

- Motivation is an on-going and integral part of training.

- Self learning is an on-going process: Resources, information, and support systems help individuals to become planners, decision makers, and achievers.

- Individuals need to learn to build, maintain, and use positive supportive systems.

- Trainees -- particularly women, due to social roles and expectations -- must be given the opportunity to focus only on self. Training exercises requiring **physical and mental activity** enable participants to remain focussed on self- development and self-improvement.

- Training exercises must be flexible allowing for personal expression, reflection, and discussion of histories, needs, desires, and wants.

The above theories led to the development of a four track modular program including an:

1. Analytical Component.

Self-assessment tests, questionnaires, and other instruments to assess skills and attitudes. Self-evaluation of training and/or retraining needs.

2. Motivational Component

Exercises and activities developed to increase the participant's awareness of self by reflecting upon past experiences and accomplishments. Built in opportunities to focus on goals, dreams, and small group discussions to promote "can do" attitudes. Dialogue on support and counseling resources available to assist in the transition of moving forward. Discussion of myths and negative attitudes that block success and hinder goal attainment. Follow-up services advising of resources and additional programs that assists with educational and personal development.

3. Educational Component

Written and verbal information on educational opportunities and community resources. "How to" information such as; appraising training programs and courses to enhance job readiness, writing clearly, improving your vocabulary, avoiding common spelling errors, writing a business letter. Verbal information on national trends impacting upon displacement in the clerical field. Factual occupational data, from the U.S. Department of Labor, detailing occupational classifications detailing the nature of work per job classification, working conditions, employment projections, training qualifications, and earnings projections.

4. Vocational Exploration Component

Display and demonstration of new office technology to expose to emerging career opportunities for word processors. Tour of a mainframe computer center to demonstrate Peripheral Electronic Data Processing (EDP) equipment and operations.

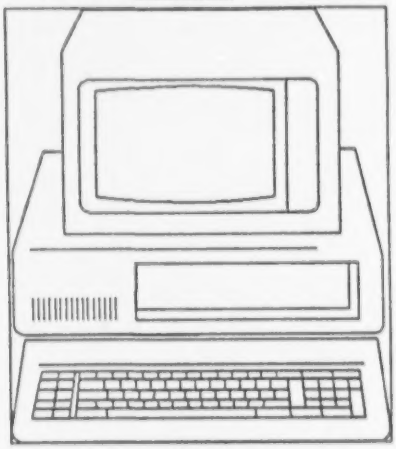
The following pages contain curriculum materials developed and implemented for each component.

TAKE TIME TO MOVE INTO YOUR FUTURE

LOOKING FOR OFFICE WORK?

LOST A JOB DUE TO OUTDATED SKILLS?

NEED BETTER SKILLS?



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TRANSPORTATION

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NOT FOR WOMEN ONLY

ATTEND
A SPECIAL SERIES OF WORKSHOPS TO PREPARE OFFICE WORKERS FOR THE 90'S

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ROOM 438 - MAIN CLASSROOM BUILDING
see reverse for directions

C A L L 5 6 6 - 9 3 0 8 T O R E G I S T E R

9 to 5

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- SPONSORED BY -

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ANALYTICAL COMPONENT

Exercise #1

Purpose: to encourage participants to evaluate their own motivation levels, and to identify factors that positively or negatively impact motivation.

1. My biggest obstacle to learning new skills is:
   a. knowing where to go
   b. money
   c. support
   d. confidence

2. When I think about learning new skills, I feel:
   a. excited
   b. eager but nervous
   c. confused
   d. afraid

3. My attitude about my present situation is:
   a. I can do better.
   b. I have to do better.
   c. I'm getting by.
   d. This is all I deserve.

4. When I think about my current employment situation, I feel:
   a. motivated to make a change
   b. angry
   c. scared
   d. depressed

5. My attitude about change is:
   a. I can do it.
   b. I should do it.
   c. Maybe I'll try it.
   d. I don't think I can do it.

6. As far as resources to help people upgrade their skills, I know:
   a. a lot
   b. some
   c. a little
   d. nothing

7. When I think about the future, I see myself:
   a. doing well
   b. doing better
   c. doing the same as now
   d. I don't think about the future.

8. My attitude toward computers is:
   a. respect
   b. wonder
   c. distrust
   d. fear

9. I set goals:
   a. always
   b. often
   c. sometimes
   d. never

10. My attitude about reaching my goals is:
   a. I know I will reach them.
   b. I want to reach them.
   c. I doubt I'll reach them.
   d. I know I won't reach them.

11. When I make plans:
   a. I usually carry them through.
   b. I often carry them through.
   c. I sometimes carry them through.
   d. I almost never carry them through.

12. When I look back on my life:
   a. I make the most of my accomplishments.
   b. I try to think of my accomplishments.
   c. I worry about my failures.
   d. I feel I have accomplished nothing.

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EXERCISE #4 - WHAT IS IMPORTANT TO YOU?
SOURCES OF JOB SATISFACTION

The job characteristics that give people satisfaction are various. Some people place the highest importance on making money; others on helping people. Some like variety; others value predictability.

Read each description of the job factors listed below and decide how important it is to you in your career. Rate the factors using the following scale:

A-very important to you
B-somewhat important to you
C-unimportant or undesirable to you

_ EXERCISE COMPETENCE: Involve yourself in areas in which you excel.
_ RESPONSIBILITY: Be responsible for the planning and implementation of many tasks.
_ PREDICTABILITY: Have a stable work routine and job duties.
_ HIGH INCOME POSSIBILITIES: Do work that can lead to substantial earnings.
_ RELATIONSHIPS: Develop close friendships with co-workers.
_ SECURITY: Be able to depend on keeping your job and making enough money.
_ ADVANCEMENT: Have the opportunity to move ahead.
_ CONTACT WITH PEOPLE: Have day-to-day contact with people, deal with the public.
_ RECOGNITION: Be publicly appreciated and given credit or the quality of your work.
_ CREATIVITY: Create new programs, systems; formulate new ideas.
_ SUPERVISION: Direct the work of others.
_ TIME FREEDOM: Manage your own schedule at work, set your own hours.
_ LEARNING: Acquire new skills and knowledge.
_ TEAMWORK: Work with a group toward common goals.
_ SOCIAL IMPORTANCE: Feel that your work is needed for others' welfare or survival, or to improve society.
_ PRESSURE: Work against deadlines, receive criticism of your performance.
_ PERSONAL DEVELOPMENT: Have the opportunity to grow as a person.
_ LACK OF DEMANDS: Perform duties that require little energy or involvement.
_ VARIETY: Do a number of different tasks; have work responsibilities change frequently.
_ DECISION-MAKING: Have the power to decide policies, courses of action.
_ FUN: Be spontaneous, playful.

_ ORDERLINESS OF ENVIRONMENT: Work in an environment where everything has its place and things rarely change.

_ INDEPENDENCE: Control the course of your work without a great deal of direction from others.

_ STATUS: Have a job which brings respect from friends, family, and community.

_ CHALLENGE: Solve problems, test your abilities frequently.

_ TRANQUILLITY: Avoid pressures and the "rat race."

_ SOLITUDE: Work by yourself on projects and tasks.

In column A below, list the characteristics you coded as very important. In column B, list those you coded as somewhat important to you.

Now look over your list of very important characteristics (Column A). Using the columns provided, check off those that are part of your present job and those that are part of your life outside of work. Follow the same procedure for Column B.

EXERCISE #5 - WHAT DO YOU DO WELL?
DOES YOUR JOB USE YOUR SKILLS?

Make a list of your skills-both those you use in your present job and those you use or have used outside the job. Did you handle money for a community fund drive? Chances are you can manage and control funds. Have you been in charge of a church committee? You can prepare agendas, conduct meetings, and direct projects.

Underline those skills that you are using in your present job, and circle those that you are interested in developing further.

Take a careful look at the lists you have made.

* *If neither your present job nor your outside life is providing the satisfactions most important to you,* maybe it is time to think about making a change.

* *If your outside life is far more satisfying that your job life and if you are using few of your skills in your job,* think about whether there are ways to bring your talents into your present job by expanding your duties. Or consider seeking a promotion or looking for a new job that would allow you to exercise your talents for pay.

* *If your job does provide many of the satisfactions that you are looking for and allows you to use many of your best skills,* you may be in the right place. But ask yourself whether your job description, title and paycheck adequately reflect your contributions. If not, you may want to ask for a change or to consider a job with another employer who would give you more recognition.

MOTIVATIONAL COMPONENT

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EXERCISE #2

MATERIALS: PAPER 11 X 17
PENCILS

GROUP "A" - EXERCISE I
GROUP "C" - EXERCISE I

STEP 1 - MAKE A LARGE CIRCLE ON THE PAPER

STEP 2 - DIVIDE CIRCLE INTO FOUR PARTS

STEP 3 - PUT "PAST" IN FIRST "PIE SLICE"
PUT "PRESENT" IN SECOND "PIE SLICE"
PUT "FUTURE" IN THIRD "PIE SLICE"
PUT "UNKNOWN" IN FOURTH PIE

STEP 4 - IN "PAST", WRITE ALL MAJOR ACCOMPLISHMENTS AND VICTORIES.

STEP 5 - IN "PRESENT", WRITE ALL THINGS YOU DO WELL. THINK OF STATEMENTS MADE BY CO-WORKERS, FRIENDS, FAMILY, SUPERVISORS, ETC.

STEP 6 - IN "FUTURE", WRITE ALL THOSE THINGS (LARGE AND SMALL) YOU TELL YOURSELF YOU WANT TO DO.

STEP 7 - IN "UNKNOWN", WRITE ALL THOSE THINGS YOU WOULD ASK FOR IF YOU HAD SOMEONE OR SOMETHING TO GRANT ALL YOUR WISHES.

(Ask each member of the group to share something from their circle. Make positive statements after each comment and encourage the group to make positive statements. Turn negative ideas into positive ones. Restate and reinforce the positive things they have done in the past and the things people say they do well.)

STEP 8 - ASK "WHAT DID YOU LEARN ABOUT SELF THAT YOU DID NOT KNOW BEFORE?"

STEP 9 - TELL THEM TO THINK ON THE THINGS THEY PUT IN THE "FUTURE" OF THE PIE. THIS PART OF THE EXERCISE IS TO BE COMPLETED ON THEIR OWN. EACH SECTION OF THE PIE SHOULD CHANGE WITH TIME. TELL THEM THEY MUST PLAN NOW FOR THE FUTURE, AND PLANNING MEANS "ACTION" AND "DOING."

STEP 10 - THE "UNKNOWN" SECTION OF THE PIE WILL BECOME KNOWN IF I...? (EACH PARTICIPANT COMPLETES THIS SENTENCE.)

Exercise #2

GROUP "B" EXERCISE I
GROUP "D" EXERCISE I

MATERIALS:
Colored Paper, Florescent Paper
Index Cards, Stapler

(This exercise is done in a circle. Have members to count off as "enabler" and "deceiver" after the dream segment)

STEP 1 - PASS OUT TWO INDEX CARDS TO EACH PERSON

STEP 2 - HAVE EACH PERSON WRITE DOWN ONE "DREAM THING." (FOR EXAMPLE, VOLUNTEER, APPLY FOR JOB, GO BACK TO SCHOOL.)

STEP 3 - EACH PERSON SHARES DREAM WITH THE GROUP

STEP 4 - GROUP COUNT OFF AS ABOVE

STEP 5 HAVE GROUP DEFINE WORDS AND WRITE ON BOARD

STEP 6- HAVE MEMBERS MAKE FANS (FANS BECOME PROPS USE TO ENABLERS AND DECEIVERS

STEP 7- THE ENABLERS WRITE 5 STATEMENTS TO ENCOURAGE, UPLIFT, AND MOTIVATE.

STEP 8 - DECEIVERS WRITE FIVE STATEMENTS TO HINDER, BLOCK, DISCOURAGE.

STEP 9 - PLACE A CHAIR IN THE CENTER OF THE CIRCLE.

STEP 10 - EACH PERSON SHARES THEIR "DREAM".

STEP 11 - ENABLERS AND DECEIVERS ALTERNATE RESPONDING TO "DREAM", USING STATEMENTS FROM CARDS.

STEP 12 - GROUP PROCESSING COMMENTS AND QUESTIONS:

A: HOW DID YOU FEEL SHARING YOUR DREAM?
B: HOW DID YOU FEEL ABOUT GOOD/BAD COMMENTS?
C: RELATE THIS EXERCISE TO A REAL LIFE EXPERIENCE
D: WHAT DID YOU DO?
E: WOULD YOU CHANGE YOUR BEHAVIOR? WHY OR WHY NOT?
F: WHAT DO YOU KNOW ABOUT YOURSELF THAT YOU DID NOT KNOW BEFORE?

Trainer's Notes

Exercise #1

Discuss the questionnaire, allowing each participant to comment and give reaction. Each participant is to count the number of a's, b's, c's and d's. Divide into small groups according to majority responses to questionnaire.

Group "a": High motivation, need resources.

Group "b": Desire, need self-esteem building and support.

Group "c": Confused - need motivation, self-esteem building, information and support.

Group "d": Non-confident - need lots of self-esteem building, motivation, information and support.

THEORY TO GROUP FORMATION

GROUP "A"
High "Negative" Motivation
Individuals who have little motivation due to negative influences and experiences. They are not planners or dreamers and may have the basic attitude of "Why Bother!"

GROUP "B"
High "Positive" Motivation
Individuals who are self-motivated and able to motivate others. They have a clear sense of where they would like to be in the future, and only need guidance, direction, and support.

GROUP "C"
Moderate Negative Motivation
Individuals that lack commitment or focus of their goals and plans. They often have a clear idea of what they want to do, but are overtaken by problems or situations as they attempt to move forward in life. They need continual support and counseling.

GROUP "D"
Low Positive Motivation
Individuals who can motivate others, but can't have little conviction in their own situations. They may be very intelligent people. They often have answers for others and achieve satisfaction helping others. They often fail take an objective look at self.

*** NOTE:**
Because the above is theory, careful group observation is important. Trainers should note individual behavior, group dynamics, and note any similarities and differences based on the above general description.

EXERCISE #3

Tell group to think of five people that they can call that have the characteristics of an "enabler" -- good listener, positive attitude, able to ask thought provoking questions that present options, respect the individuals' right to make decisions, etc.

They are make a list of these individuals and call when motivation is needed.

Discuss 9to5 and have group share other community resources.

Total Group - Wrap-up

In this life we must learn to be our own cheerleaders, and seek those people, places, and things that encourage and support us to achieve goals set.

We are asking that you take a few moments to think about the mornings exercises.

Discuss doubt, fear, negative influences, accomplishment to-date, goals, dreams, plans, and actions to be taken.

Discuss seeking resources and support. Finding and keeping "enablers".

I AM A WINNER
AND I KNOW IT

I AM A WINNER
AND I SHOW IT

I DON'T CARE WHAT THINGS APPEAR TO BE
I AM GOING TO THE TOP
YOU WILL SEE

I AM ON THE TOP
DON'T YOU SEE
I WILL LET NOTHING STOP ME

I AM A WINNER
WINNING ALL THE WAY
MY NAME IS

AND MY GOOD FUTURE IS HERE
TO STAY!

EDUCATIONAL COMPONET

TRAINING PROGRAMS

Many vocational and technical schools offer one year certificate programs to high school graduates. These are schools that you may see advertised on TV, or in the newspaper. You can find them listed in the yellow pages under the schools listing.

Community colleges also offer one year courses. Or, you may be able to go to school one year, get a job in your selected field and then continue going to school part time to get your two year associate degree. In some cases, an employer may pay for continuing education, but they usually require the courses taken be job related.

All of the programs I've just mentioned involve some costs to the student. Before you invest in any training program, make sure it is legitimate, and that it is going to help you.

One of the first things you can do is check with the Ohio State Education Department and find out if there have been any complaints lodged against the school.

Find out if the school is approved or accredited. Approved means that a course or school has met minimum standards of the appropriate state agency. In Ohio, those agencies are the State Board of School and College Registration, the State Board of Cosmetology, and the State Board of Barber Examiners.

Accredited means that a course or school has been evaluated and found to meet criteria set by agencies recognized by the US Commissioner of Education. Accreditation is a voluntary process, and the standards and criteria are usually higher than those set for Approval.

You can also call the Federal Student Aid Information Center (800-333-4636) for help in tracking down how many students enrolled in the program have defaulted on their student loans - this is an indicator that the program is not meeting the needs of the students.

There are nonprofit agencies in the Greater Cleveland area that are either free or low cost to those who meet eligibility requirements. If they charge a fee, it is usually based on income. A listing of many of these agencies with a description of their services is on this handout.

Remember it is your responsibility to make sure that the training program meets your needs. Don't be afraid to ask questions! Some questions you can ask are what is the student/teacher ratio? Will they help you find a job after completing the program? Ask the school for its placement records. This will tell you how many of the schools' graduates have found jobs. Ask if the school will put you in touch with some of their graduates.

JOB TRAINING AND PLACEMENT AGENCIES

CLEVELAND AMERICAN INDIAN CENTER
Division of Employment Assistance
500 Lorain Avenue
Cleveland, Ohio 44102
961-3490

Job training, placement and referral for anyone who is a Native American or part Native American and on a low income. Monday-Friday 9 am - 5 pm.

CLEVELAND JOB CORPS
10660 Carnegie Avenue
Cleveland, Ohio 44106
795-7041

Free job training program for men and women aged 16-21; low income. Applications taken Monday-Thursday 9 am - 4:30 pm. Call for appointment. Walk-ins accepted.

Training programs: Accounting clerk, child care worker, clerk-typist, cook, data entry operator, dental assistant, dietary aide, GED preparation, licensed practical nurse, machine operator, medical record clerk, nurse aide, recreational therapy aide, renal dialysis technician, veterinary assistant, ward clerk, welding.

CLEVELAND WORKS, INC.
668 Euclid Avenue, Room 800
Cleveland, Ohio 44114
589-9675

Assists AFDC recipients in finding full-time employment. Eligibility: heads of households on welfare residing in Cuyahoga County. Average time from training to gainful employment: 3 months. Wages average $5.85/hour with full health benefits provided by the employer. All persons must go through a minimum of a 120 hour, 3 week job readiness program. Assistance with day care, transportation and clothing. Call for an appointment or walk-in. Monday-Friday 8:30 am - 5:30 pm.

CUYAHOGA COMMUNITY COLLEGE
Displaced Homemakers' Program
West - 987-5091
East - 987-2270
Metro - 987-4187

Free to any woman over the age of 27 who is unemployed, divorced, separated, widowed, or whose spouse is disabled. Cannot be on welfare. Offers individual and group counseling, workshops, courses, training, support groups and employment counseling to enable individuals to become "job ready" and self-supporting. Monday-Friday 8:30 am - 5 pm.

CUYAHOGA COUNTY DEPARTMENT OF HUMAN SERVICES
Fair Work Programs
220 St. Clair Avenue, Seventh Floor
Cleveland, Ohio 44113
987-7378

Free education, training and employment programs for public assistance recipients. Monday-Friday 7:30 am - 5 pm.

CUYAHOGA COUNTY DIVISION OF EMPLOYMENT AND TRAINING
1501 Euclid Avenue, Room 200
Cleveland, Ohio 44115
443-5914

Free to JTPA eligible Cuyahoga County residents (not City of Cleveland). Vocational testing and assessment counseling. Job placement assistance. On-the-job training with private employers. Training in 30 occupational areas. Pre-employment and skill training programs for youth aged 14-21. Specialized counseling and training for workers over age 55. Outplacement services and training for dislocated workers. GED and remedial education assistance. Monday-Friday 8:30 am - 4:30 pm. Applications taken daily from 8:30 am - 3:30 pm.

GOODWILL INDUSTRIES OF GREATER CLEVELAND
2295 East 55th Street
Cleveland, Ohio 44103
431-8300

Services are available to residents of Cuyahoga County. Career counseling, vocational assessment, job hunting instruction, and job placement for socially, developmentally, mentally, and physically handicapped persons including ex-offenders, displaced homemakers, and formerly chemically dependent persons. Offers work adjustment and training. Provides employment for the disabled in a sheltered workshop. Offers training in food service, housekeeping, and word processing.

Free to persons referred by the Bureau of Vocational Rehabilitation, Industrial Commission, Bureau of Services for the Visually Impaired, and those who are JTPA eligible. For those persons not referred there is a $379 fee for the job seeking workshop and placement services. Monday-Friday 8 am - 4:30 pm.

ITT CAREER CENTER
1127 Euclid Avenue
Statler Office Tower, Suite 950
Cleveland, Ohio 44115
781-6655

JTPA eligible Cleveland residents over age 18. Assessment of skills, vocational and career counseling, referral to job skills training programs. Job hunting instruction, remedial education programs, and GED preparation. Job search program: three-day program, starts every two weeks, includes employability skills seminar, interviewing techniques, resumes, applications, etc. Monday-Friday 8 am - 5 pm.

LORAIN COUNTY COMMUNITY COLLEGE
1005 North Abbe Road

Elyria, Ohio 44035
Project WOW
734-4600 (ext. 148)

Free. Forty hour workshop for women returning to school. Includes study skills and career options. Monday-Thursday 8:30 am - 8:30 pm, Friday 8:30 am - 4:30 pm, Saturday 9 am-Noon.

MAY DUGAN WESTSIDE MULTI-SERVICE CENTER
Employment Program
4115 Bridge Avenue
Cleveland, Ohio 44113
631-5300

Employment counseling, training, and placement. Literacy. Workshops on topics related to employment. Monday-Friday 8:30 am-5:30 pm.

SPANISH AMERICAN COMMITTEE
4407 Lorain Avenue
Cleveland, Ohio 44113
961-2100

Job placement. Clerical training program for JTPA eligible Cleveland residents over age 18. Must have a diploma or GED. Monday-Friday 8:30 am - 5 pm.

UNITED LABOR AGENCY
1800 Euclid Avenue
Cleveland, Ohio 44115
566-8100

Job Start Program. Free job placement assistance, vocational assessment, counseling, and training. On-the-job training and tax credits available to qualified employers. Job search workshop.

Discount Program for unemployed families to attend arts performances at a reduced rate. Monday-Friday 8:30 am - 5 pm.

URBAN LEAGUE OF CLEVELAND
Job Assistance Program
12001 Shaker Boulevard
Cleveland, Ohio 44120
421-0999

Job placement. "Life Skills: How to Get and Keep a Job" workshop.

Word Processing Training. Three month program. Need a GED or diploma and 35+ wpm typing speed, and neat appearance. Entrance into the program is very competitive. Ongoing. Monday-Friday 9 am - 5 pm.

VOCATIONAL GUIDANCE SERVICES
2239 East 55th Street
Cleveland, Ohio 44103
431-7800

For the disabled or economically disadvantaged. Job placement. Assessment services. Work adjustment. Onsite work experience: light housekeeping, assembly, food service, clerical. Training for clerical, customer service, and power sewing. Monday-Friday 8 am - 4:30 pm.

WOMEN STARTING OVER FOR SUCCESS (WSOS)
Cleveland State University
Mather Hall, Room 314
Cleveland, Ohio 44115
687-6963

Six month clerical and word processing training and job placement program. Free to JTPA eligible Cuyahoga County residents (not City of Cleveland) on public assistance. Nine month job training course for clerical positions. Provides free day care and transportation costs. Monday-Friday 8:30 am - 4:30 pm.

SKILLS
HANDOUT: Booklet published by the U.S. Department of Labor titled Clerical and Other Administrative Support Occupations.

We've had a look at what kind of computer skills we'll need in the next few years to compete in the clerical field. Sometimes once we land a job, our technical skills can grow with the office equipment - we can learn new programs along with the rest of the staff as the employer expands the machines at the workplace.

But we still need those basic skills - math skills, reading skills, organizing skills, problem solving skills, interpersonal communication skills, and communication skills - written and verbal - are the most important.

*Here's a self test for you to take on your own, to see what you're good at, and what you need to brush up on. Many of you probably already know that sometimes you have to take a test similar to this before you even get interviewed for a job.

* (See "Additional Handouts" Section)

A NOTE ON CAREER TRAINING

Some people are able to look ahead five or ten years and make plans for reaching long-term goals; others think ahead one step at a time. Whatever your time frame, take an active approach to reaching your goal. Investigate how policy changes are made and research job opportunities that might be available to you. Find out what qualifications are necessary for a position you are interested in and determine how you can acquire them.

One cautionary note about career training, however: if you're not sure what you want to do in your present field or in a new field, taking an introductory course at a college, a continuing-education program, or a vocational school might familiarize you with the possibilities and broaden your thinking. But if you hope that this alone will result in a specific career goal such as job change, promotion or raise, don't invest your time and money before doing some research.

Ask your boss or personnel officer how taking a particular course will affect your future at the company. You may learn that your company promotes employees on the basis of job performance and seniority rather than educational attainment. And if training is important, it may be on-the-job and in-house training courses, not outside education, that make the greatest difference.
Regarding prospective employers, use the Yellow Pages of the telephone book if necessary to find several in your field of interest. Call their personnel offices and ask how the training you are considering would affect your chances of employment and your starting salary.

As for financing your education, many businesses reimburse employees for all or part of the tuition for college courses pursued after work hours. Ask your supervisor or the personnel officer if you are eligible for such a program, and whether the course must pertain to the job you currently have, or whether you can be reimbursed for taking courses that help you advance.

If you do not have access to tuition reimbursement, you may be able to obtain a grant or scholarship from a federal or state government program, or from a college, club, church, or private foundation. Low-interest loans are available through banks, savings and loan associations, and credit unions; payment is usually deferred until after graduation.

Before enrolling in a course, visit several schools to compare costs, financial aid, and course requirements. Find out whether you will have access to an office of career planning or a job-placement service. Ask whether you can receive college credit for past work experience through the College Level Examination Program or other arrangement. Are courses and services offered at convenient times and locations?s for vocational schools, many make fraudulent claims. Ask how many of the school's graduates have jobs and what their starting salaries were.

VOCATIONAL EXPLORATION

The Ohio Bureau of Employment Services projection of growth occupations included: peripheral electronic data processing (EDP) equipment operators, computer operators other than peripheral equipment, and word processors.

For this reason the vocational exploration component of the project consisted of two parts:

A. Tour of mainframe computer operations using the facility of Cleveland State University. Participants were given the opportunity to ask questions regarding training, job opportunities, salaries, nature of work, and career paths.

B. Demonstration and display of hardware and software word processing equipment was presented by MicroGenesis Corporation, Leaders in Personal Computer Services. Participants viewed computers the size of a human hand -- with the "high power" capacity of desk top computers, computer networks where data from one computer was transferred to another computer station at a different location, and software packages that taught, wrote, and reported data without the usage of the standard keyboard.

PARTICIPANT INFORMATION

DISPLACED CLERICAL WORKERS WORKSHOP

STATISTICS

1. Total number of individuals registered for both workshops: 76

2. Total number of individuals who showed: 57

3. Total registered/showed for June 2 and June 9 respectively: 30/18 - 46/39

4. 58% unemployed

5. 71% minority

6. 22% between the age of 21-30

7. 22% between the age of 45 & over

8. 56% between the age of 30-45

9. Of the employed, 70% job seeking

10. Of the unemployed, 30% in school

EVALUATION

PARTICIPANT EVALUATION

Displaced Clerical Project

"Look into the Future" **DO NOT WRITE NAME**
June 9, 1990

WORKSHOP EVALUATION

1. On a scale of 1-10, representing unsatisfactory to excellent rate your feelings about the overall workshop experience. (Circle one)

1 2 3 4 5 6 7 8 9 10

2. Did your find the information given in the workshop useful?

3. Which workshop topic did you enjoy the most? Why?

4. Which workshop topic did you least enjoy? Why?

5. Are there any topics that were discussed that you would like more information about?

6. Were there any topics in the workshop that you feel would have been more beneficial to you earlier in your training/work experience?

Which ones?

7. What are your suggestions for improving the workshop?

8. Are you interested in other 9to5 activities?

workshops

membership information

advocacy (working to make changes in laws, practices, etc)
other

THE FOLLOWING QUESTIONS ARE OPTIONAL AND WILL BE USED FOR REPORTING AND
STATISTICAL PURPOSES ONLY.

1. Are you employed? Position/Title?
   unemployed? Lay-off/Termination?

   in school? Training Course

   job seeking?

   other?

2. What is your race, nationality, or ethnic origin?

   B W H A NA other

3. Are you between the age of: (check one)

   16 - 21 21-30 30- 45 45 & over

4. How did you hear about the workshop?

   Newspaper TV Radio Friend Other

5. Why did you register for the workshop?

   To get employment information

   To get training

   To upgrade skills

   Curious

   Other

"LOOK INTO THE FUTURE"

Thank you for taking time to answer this questionnaire. Please complete and return in the envelope provided for your convenience.

1. The workshop provided up-to-date information on new office technology.

( ) not at all ( ) somewhat ( ) very much

2. The workshop improved my understanding of how new office technology has changed clerical work.

( ) not at all ( ) somewhat ( ) very much

3. The workshop gave me the chance to compare my present skills to the skills needed to find and keep a job.

( ) not at all ( ) somewhat ( ) very much

4. The workshop helped me realize I can accomplish goals.

( ) not at all ( ) somewhat ( ) very much

5. The workshop helped me realize I can change my present situation.

( ) not at all ( ) somewhat ( ) very much

6. The workshop provided resources to help upgrade my skills.

( ) not at all ( ) somewhat ( ) very much

7. The workshop helped me focus my energy on setting and accomplishing goals.

( ) not at all ( ) somewhat ( ) very much

8. The workshop made me more aware of how to select a training course/school.

( ) not at all ( ) somewhat ( ) very much

9. The workshop helped me to realize that I am not alone in my situation.

( ) not at all ( ) somewhat ( ) very much

10. Do you feel you could benefit from other types of workshops similar to this one.

( ) not at all ( ) somewhat ( ) very much

Questionnaires and participant response forms provided evaluative information. The two basic questions examined were:

Did the program set out to do what is was designed to accomplished?

What were the outcomes?

- The project did provide training opportunities for clerical workers which focused on fostering self -esteem and offered information on support systems.
- The project did focus on new and emerging career opportunities in the clerical field.
- The "Look into the Future" model was developed, tested, and can be replicated.

Information from the participant evaluation forms shows that the majority rated the workshop a "10"on a scaled of 1-10, representing unsatisfactory to excellent. The workshop did respond to the training and retaining needs of the clerical workers, and the workshop focused on new and emerging career opportunities by using self-assessment instruments, vocational exploration and demonstrations.

The majority of the participants responded "very much" to question such as: "The Workshop Provided Up-to -date Information..." "The workshop helped me to realize I can accomplish goals ...and change my present situation", and "The workshop gave me the chance to compare my present skills to the skills needed to find and keep a job."

Written and verbal participant responses were positive. Many participants stated that the "workshop needed to be longer". Many expressed the need for "how to skills" being very interested in occupational training opportunities.

The project demonstrated that clerical workers must become "career planners." Up-to-date information and resources must become an integral part of the career plan. There is a "thirst" for sound programs that educate, enlighten, and move individuals forward in becoming better planners, decision makers, and workers. Many of the participants stated they "could benefit from other types of workshops similar to this one." Workshop participants gained a better understanding of the impact of office technology on clerical work, the need to prepare for emerging career opportunities in the clerical field, and the importance of setting and accomplishing goals.

In conclusion, **the Displaced Clerical Training Project was developed in cooperation with Cleveland State University and tested with the assistance of a wide range of participants with a variety of job experiences.**

In 1985, a report by 9to5, Working Women Education Fund, shows that displacement of workers in the service sector is greater than displacement in the manufacturing sector. Clerical and service sector displacement is primarily caused by two factors:

> office automation where new technological advances in office equipment constantly change or eroded levels and layers of office duties, responsibilities, job positions, job titles, and employer needs for office workers;
>
> and the clerical work force and/or the employers failure to retrain to meet the demands of new technology.

Because of the above factors, jobs for statistical clerks and data entry keyers declines, and jobs for peripheral electronic data equipment operators, computer operators, and word processors are projected to grow.

The Look into the Future workshop was developed to provide clerical workers the opportunity to focus on new and emerging career opportunities, to set career goals based on the impact of technological advances, to access skills,
develop positive attitudes about education, training, and upward career mobility.

The project was created for the clerical workers who have lost jobs due to outdated skills, individuals trained in office work and unable to find employment due to lack of skills, those considering or in office skills training, and those currently employed but work performance is inhibited due to lack of skills.
The pilot project demonstrated that clerical workers - employed and unemployed, educators, and employers must take a keen look at employment and training in light of technological advances impacting the workplace, and the "Look into the Future" pilot is a viable educational and motivational program model.

RECOMMENDATIONS

- Money and equipment needs to be allocated those training schools that focus on providing technology advanced training.
- Workshop format can be changed to a classroom instruction course where those with basic skills learn equipment operational skills.
- Child care, transportation, and refreshments must be a part of program planning.
- Vocational exposure component should be last part of program to allow for question, discussion and hands on exposure.
- Program planning and grant allocations timeline needs to be expanded.
- Social, educational, and training institutions must be an integral part of the recruitment and referral process.
- Follow up services should inform participants of available programs that offer up to date training.
- The program planning and recruitment plan should include a follow up call to those registering to encourage attendance.
- Those not attending should receive a follow up call to find out reason(s) for failure to show.
- A comprehensive self-assessment of skills and talents needs to be conducted to steer those participants into occupations that they are best suited for.

ADDITIONAL HANDOUTS

Add punctuation marks to complete the following sentences:

1. Our branch manager advertised for an accountant, a secretary, and a clerk typist.

2. Mr. Jones' attendance record has been perfect during the last five years.

3. "When will the president be appearing?" asked a local reporter.

Choose the correct way to write a title:

1. The meeting will be conducted by Professor Sharon Jones.

2. I went to see the vice-president, Don Curry.

Spelling out numbers - choose the correct form for each sentence:

1. Only seven people attended the meeting.

2. We received 182 complimentary letters this month.

   (For numbers under ten, spell out. For numbers over 10, use the number form.)

Write the abbreviations for these states:

1.	Alabama	AL
2.	Alaska	AK
3.	Delaware	DE
4.	Idaho	ID
5.	Kansas	KS
6.	Maine	ME

Some words sound alike, but have distinctly different meanings. Choose the correct word for each sentence.

1. The new vacation policy had no apparent effect on company morale.

2. Altogether there are 20 families signed up for the company picnic.

3. The trip to the plant is farther than I thought.

Some of these words are misspelled. Circle and correct them.

acknowlegement	acknowledgement
acquaintance	spelled correctly
dilema	dilemma
license	spelled correctly
unecessary	unnecessary

COMMUNICATION SKILLS SELF-TEST

To do well on a job, you must be able to communicate effectively. Many companies test job applicants on their skills during the interview process. See how well you do on the following test. Compare your answers to the ones on the answer sheet.

Add punctuation marks to complete the following sentences:

1. Our branch manager advertised for an accountant a secretary and a clerk typist

2. Mr Jones attendance record has been perfect during the last five years

3. When will the president be appearing asked a local reporter

Choose the correct way to write a title:

1. The meeting will be conducted by _____ Sharon Jones.
   (professor, Professor)

2. I went to see the _____, Don Curry.
   (Vice-president, vice-president)

Spelling out numbers - choose the correct form for each sentence:

1. Only _____ people attended the meeting.
   (7, seven)

2. We received _____ complimentary letters this month.
   (182, one hundred eighty-two)

Write the abbreviations for these states:

1. Alabama
2. Alaska
3. Delaware
4. Idaho
5. Kansas
6. Maine

Some words sound alike, but have distinctly different meanings. Choose the correct word for each sentence.

1. The new vacation policy had no apparent _____ on company morale.
   affect, effect

2. _____ there are 20 families signed up for the company picnic.
   All together, altogether

3. The trip to the plant is _____ than I thought.
   farther, further

Some of these words are misspelled. Circle and correct them.

acknowlegement

acquaintance

dilema

license

unecessary

MicroGenesis CORPORATION
Leaders In Personal Computer Services

COMMON COMPUTER TERMINOLOGY

Diskette or Floppy: A computer storage medium made of plastic covered with a magnetic coating. The two popular sizes are the 5.25" and 3.5" because of their convenience.

Hard Drive: Built-in storage medium using aluminum disks coated with iron oxide. Greater storage capacity than floppy disks. The read-write heads travel across the disk on a thin cushion of air without ever actually touching the disk.

RAM: Random Access Memory A temporary storage space directly accesible from the CPU.

Storage: Retention of data, primary (main memory that is directly accessible by CPU) and secondary (Long term storage that is relatively stable).

Memory: Primary storage (RAM), secondary storage (disk drives).

Monitor: A device similar a to television set that accepts video signals from a computer and displays information on its screen.

Mouse: Palm sized input device with one or more control buttons that allows movement of a pointer onscreen.

CPU: The part of a computer where arithmetic & logical operations are performed and instructions are decoded and executed.

Keyboard: Input device with a set of alphabetical, numeric, punctuation, symbol, and control keys. Most frequently used for all computers.

Output: Dot-Matrix Printer: Generates text and graphic images by pressing ends of pins against a ribbon.

Output: Laser Printer: Uses a laser beam to generate an image, then transfers it to paper electrostatically. Produces letter quality text and graphics, quieter and faster than printers that mechanically strike the paper.

Modem: (short for modulator-demomodulator) A device that encodes data for transmission over a particular medium, such as telephone lines, coaxial cables, fiber optics, or microwaves.

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Electronic Mail: Electronic messaging systems that allow immediate transfer of correspondance accross the room or accross the World.

Files: Collection of information stored as records. The information in a file is stored in such a way that the computer can read or write information from the file.

Spreadsheet: Electronic accountants worksheet that allows the user to perform multiple calculations, sensitivity analysis and financial analysis etc...

Database: Collection of data stored on a computer storage medium, such as a disk, that can be used for more than one purpose.

Wordprocessing: Using a computer to prepare letters, manuscripts, or other documents.

Communications: The ability to access remote computer systems over telephone lines. File transfers and electronic applications of communication.

Data: Factual information, data processing is the act of using data for making calculations or decisions.

BEST COPY AVAILABLE

How to write a business letter

Some thoughts from Malcolm Forbes

President and Editor-in-Chief of Forbes Magazine

International Paper asked Malcolm Forbes to share some things he's learned about writing a good business letter. One rule: "Be crystal clear."

A good business letter can get you a job interview.

Get you off the hook.

Or get you money.

It's totally asinine to blow your chances of getting *whatever* you want—with a business letter that turns people off instead of turning them on.

The best place to learn to write is in school. If you're still there, pick your teachers' brains.

If not, big deal. I learned to ride a motorcycle at 50 and fly balloons at 52. It's never too late to learn.

Over 10,000 business letters come across my desk every year. They seem to fall into three categories: stultifying if not stupid, mundane (most of them), and first rate (rare). Here's the approach I've found that separates the winners from the losers (most of it's just good common sense)—it starts *before* you write your letter:

Know what you want

If you don't, write it down—in one sentence. "I want to get an interview within the next two weeks." That simple. List the major points you want to get across—it'll keep you on course.

If you're *answering* a letter, check the points that need answering and keep the letter in front of you while you write. This way you won't forget anything—*that* would cause another round of letters.

And for goodness' sake, answer promptly if you're going to answer at all. Don't sit on a letter—*that* invites the person on the other end to sit on whatever you want from *him*.

Plunge right in

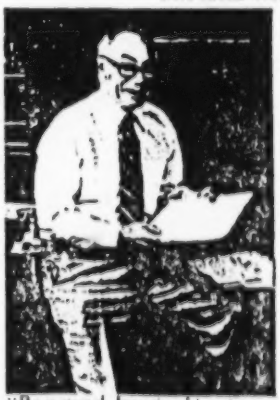
Call him by name—not "Dear Sir, Madam, or Ms.""Dear Mr. Chrisanthopoulos"—and be sure to spell it right. That'll get him (thus, you) off to a good start.

(Usually, you can get his name just by phoning his company—or from a business directory in your nearest library.)

Tell what your letter is about in the first paragraph. One or two sentences. Don't keep your reader guessing or he might file your letter away—even before he finishes it.

In the round file.

If you're answering a letter, refer to the date it was written. So the reader won't waste time hunting for it.



"Be natural. Imagine him sitting in front of you—what would you say to him?"

People who read business letters are as human as thee and me. Reading a letter shouldn't be a chore—*reward* the reader for the time he gives you.

Write so he'll enjoy it

Write the entire letter from his point of view—what's in it for *him*? Beat him to the draw—surprise him by answering the questions and objections he might have.

Be positive—he'll be more receptive to what you have to say.

Be nice. Contrary to the cliché, genuinely nice guys most often finish first or very near it. I admit it's not easy when you've got a gripe. To be agreeable while disagreeing—that's an art.

Be natural—write the way you talk. Imagine him sitting in front of you—what would you *say* to him?

Business jargon too often is cold, stiff, unnatural.

Suppose I came up to you and said, "I acknowledge receipt of your letter and I beg to thank you." You'd think, "Huh? You're putting me on."

The acid test—read your letter *out loud* when you're done. You might get a shock—but you'll know for sure if it sounds natural.

Don't be cute or flippant. The reader won't take you seriously. This doesn't mean you've got to be dull. You prefer your letter to knock 'em dead rather than bore 'em to death.

Three points to remember:

Have a sense of humor. That's refreshing *anywhere*—a nice surprise

in a business letter.

Be specific. If I tell you there's a new fuel that could save gasoline, you might not believe me. But suppose I tell you this:

"Gasohol"–10% alcohol, 90% gasoline–works as well as straight gasoline. Since you can make alcohol from grain or corn stalks, wood or wood waste, coal–even garbage, it's worth some real follow-through.

Now you've got something to sink your teeth into.

Lean heavier on nouns and verbs, lighter on adjectives. Use the active voice instead of the passive. Your writing will have more guts.

Which of these is stronger? Active voice: "I kicked out my money manager." Or, passive voice: "My money manager was kicked out by me." (By the way, neither is true. My son, Malcolm Jr., manages most Forbes money–he's a brilliant moneyman.)

"I learned to ride a motorcycle at 50 and fly balloons at 52. It's never too late to learn anything."

Give it the best you've got

When you don't want something enough to make *the* effort, making *an* effort is a waste.

Make your letter look appetizing–or you'll strike out before you even get to bat. Type it–on good-quality 8½" x 11" stationery. Keep it neat. And use paragraphing that makes it easier to read.

Keep your letter short–to one page, if possible. Keep your paragraphs short. After all, who's going to benefit if your letter is quick and easy to read?

You.

For emphasis, underline important words. And sometimes indent sentences as well as paragraphs.

Like this. See how well it works? (But save it for something special.)

Make it perfect. No typos, no misspellings, no factual errors. If you're sloppy and let mistakes slip by, the person reading your letter will think you don't know better or don't care. Do you?

Be crystal clear. You won't get what you're after if your reader doesn't get the message.

Use good English. If you're still in school, take all the English and writing courses you can. The way you write and speak can really help –or *hurt*.

If you're not in school (even if you are), get the little 71-page gem by Strunk & White, *Elements of Style*. It's in paperback. It's fun to read and loaded with tips on good English and good writing.

Don't put on airs. Pretense invariably impresses only the pretender.

Don't exaggerate. Even once. Your reader will suspect everything else you write.

Distinguish opinions from facts. Your opinions may be the best in the world. But they're not gospel. You owe it to your reader to let him know which is which. He'll appreciate it and he'll admire you. The dumbest people I know are those who Know It All.

Be honest. It'll get you further in the long run. If you're not, you won't rest easy until you're found out. (The latter, not speaking from experience.)

Edit ruthlessly. Somebody ~~has~~ said that words are ~~a lot~~ like inflated money–the more ~~of them that~~ you use, the less each one ~~of them~~ is worth. ~~Right on.~~ Go through your entire letter ~~just~~ as many times as it takes. ~~Search out and~~ Annihilate all unnecessary words, ~~and~~ sentences–even ~~entire~~ *paragraphs*.

"Don't exaggerate. Even once. Your reader will suspect everything else you write."

Sum it up and get out

The last paragraph should tell the reader exactly what you want *him* to do–or what *you're* going to do. Short and sweet. "May I have an appointment? Next Monday, the 16th, I'll call your secretary to see when it'll be most convenient for you."

Close with something simple like, "Sincerely." And for heaven's sake sign legibly. The biggest ego trip I know is a completely illegible signature.

Good luck.

I hope you get what you're after.

Sincerely,

Malcolm S. Forbes

Years ago, International Paper sponsored a series of advertisements, "Send me a man who reads," to help make Americans more aware of the value of reading.

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